



# Library Engagement Assessment Process

November 2007

LTG Associates, Inc.

# WHAT IS LEAP?

The Library Engagement Assessment Process (LEAP) will help your library learn more about your local Boomer population and how to engage with them. *Engagement* goes beyond serving people as consumers to creating community collaborations with them to ensure your library remains a relevant and integral part of the community. This is not a new idea to many libraries, but LEAP provides a systematic way to prepare for such engagement. LEAP should be a team effort, not just because more hands make lighter work of collecting the information needed, but also because pooling the knowledge of library personnel about their institution and their community makes wiser use of that information.

This manual focuses on using LEAP with Boomers (people born between 1946 and 1964). Boomers are a very large and active part of the U.S. and California populations, so engaging with them in collaborative ways makes good sense. But LEAP isn't only about Boomers. Many of the social and cultural trends identified with Boomers - such as longer working lives and more varied careers - will continue in the generations that follow. Also, the best way for libraries to keep abreast of both current and future trends is to stay engaged with all the people of our communities, and to understand them in ways they understand themselves.

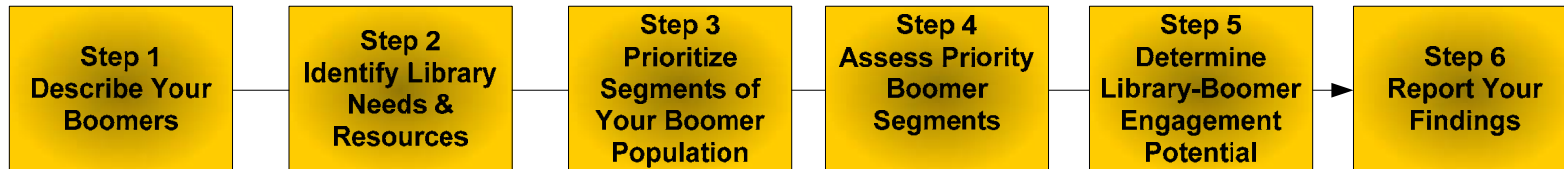
LEAP is a tool for engaging communities, starting with Boomers. But Boomers are not all the same; they represent rich and poor, different races and ethnicities, men and women, gay and straight, with potentially diverse needs, resources, and skills. So, an important part of LEAP is identifying the different groups or segments that make up your local Boomer population and understanding their distinguishing characteristics. This knowledge, will equip you to determine how library resources can serve local Boomer needs, AND what local Boomers can bring to creating a library with greater capacity to serve the entire community.

# LEAP STEP-BY-STEP

There are six steps in LEAP:

1. Determine who the Boomers are in your library service area; and identify key segments;
2. Identify your library's needs and resources;
3. Prioritize the segments of your Boomer population and determine which to engage with first;
4. Assess the characteristics, needs, skills, and resources of this segment
5. Identify potential for Library-Boomer engagement by matching library' needs and resources with Boomer segment resources and needs; and,
6. Report your findings.

Step 6, reporting your findings is important so that we can create a larger picture of the State's Boomers which will in turn help other California libraries engage with this important sector of the population and the emerging generations to follow.



Each LEAP step is described in more detail and tools to help you carry out each step are provided. This information is intended to be used in conjunction with the training offered at the "Transforming Life After 50" institute and with consultant support. Once you have carried out the LEAP steps, you are ready to create plans for engaging with selected Boomer population segments. This will not be discussed in this training, but the basic activities for doing so are described in Appendix A.

## Scheduling Your LEAP

Here is the schedule for conducting a LEAP in the four months following the Institute.

LEAP Steps	Time Period
1. Determine Who Your Boomers Are	December 2007 through mid-January 2008
2. Assess Library Resources and Needs	Mid-January through the end of January
3. Prioritize Boomer Segments	End of January
4. Assess Boomer Segment Needs and Resources	February through Early March
5. Identify Potentials for Library-Boomer Engagement	First half of March
6. Report Your Findings	Prepare your report in the latter half of March

## Support for Your LEAP

LTG staff will provide support to participating libraries. Cindy Mediavilla and Suzanne Flint will also be resources. More on support in Appendix 2.

All of the formats presented in this document will be available electronically.

## STEP 1

### Describe Your Boomers

In this LEAP step you will determine who the Boomers in your library service area are and identify the important segments of this population. At the end of this step you will have a good general picture of the Boomers in your area.

Activities in this LEAP step:

Activity a. Create a demographic picture of your resident Boomer population.

Activity b. Create a picture of your daytime Boomer population.

Activity c. Identify the major segments or sub-divisions of your Boomer population.

Activity d. Gather information on different segments of the local Boomer population.

**Remember**  
Boomers were  
born between  
1946 and 1964 –  
the oldest is 62  
the youngest is  
43 years old.

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## Step 1, Activity a. Create a demographic picture of your resident Boomer population.

In this activity, using available demographic and community composition information, you will create a profile of the local Boomer population. The following are important dimensions of a profile:

- Numbers of Boomers;
- Percentage of each Gender;
- Distribution by Ethnicity;
- Primary Languages Spoken ;
- Distribution by Socio-Economic Status (SES); and,
- Geographic Distribution.

Here are Web addresses of some standard sources of demographic information that may be useful.

U.S. Census. Go to *Population Finder*

<http://www.census.gov/>

American Fact Finder

[http://factfinder.census.gov/home/saff/main.html?\\_lang=en](http://factfinder.census.gov/home/saff/main.html?_lang=en)

California State Data Center Products and Services

<http://www.dof.ca.gov/HTML/DEMOGRAP/SDC/SDC-Products.php>

The National Association of Counties (NACo)

[http://www.naco.org/Content/NavigationMenu/About\\_Counties/Data\\_and\\_Demographics/Data\\_and\\_Demographics.htm](http://www.naco.org/Content/NavigationMenu/About_Counties/Data_and_Demographics/Data_and_Demographics.htm)

## Organizing Your Information

A sample format for organizing your demographic data is shown below.

- Certain dimensions are important distinctions within the Boomer population, such as gender, ethnicity or race, and income level.
- You may change this format to include demographic issues important in your community.

There is also a place for recording the geographic locations of parts of the Boomer population.

- If *where* people live is a dimension of group difference, make a map. This can be drawing on or sticking pins in a ready-made map, to using Geographic Information Systems software to create a map.

LEAP should be sensitive to age differences within the Boomer population.

### Age Matters!

- Leading Edge Boomers are 52-62.
- Trailing Edge Boomers are 43-51.

*Local Boomer Demographic Profile*

# or %	Gender		Ethnicity/Race					Languages Spoken and Percentages <sup>3</sup>	Income Quintile <sup>4</sup>					Geographic Concentration <sup>5</sup>			Age Group <sup>6</sup>	
	Male	Female	Non- Hispanic White	African American	Hispanic	AI/AN <sup>1</sup>	API <sup>2</sup>		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>				Born 1946 - 1955	Born 1956 - 1964

<sup>1</sup> American Indian/Alaska Native

<sup>2</sup> Asian/Pacific Islander

<sup>3</sup> Indicate each language and percentage of the total who speak it in a separate row.

<sup>4</sup> This is one way of indicating income distribution (i.e., from the bottom 20% - 1<sup>st</sup> quintile - through the top 20% - 5<sup>th</sup> quintile. Use other indicators of income distribution if they are more readily available.

<sup>5</sup> Use locally relevant geographic divisions - such as zip codes, census tracts, or named neighborhoods - for which data, including local knowledge, are available.

<sup>6</sup> This refers to age group *within* the Boomer population, born from 1946 through 1964.

## Step 1, Activity b. Create a picture of your daytime Boomer population.

You will consider not only residents also the people working in local businesses and others who are part of your community's daytime population. They may have needs, and may have useful skills and resources. In this step you will use locally available information to create a picture of the daytime Boomer population.

Here are some tips on finding good demographic information on daytime Boomers:

- The Chamber of Commerce (CoC) is likely to be an excellent resource for providing a picture of the businesses in your library's service area and possibly information on their workforces.
- You may be able to get information on governmental organizations from their personnel and information offices.
- Good resources for information about non-profit organizations in your area will include: the local United Way and the Secretary of State in Sacramento.

Remember that every organization you contact has the potential to become a useful partner so think about how you and they may be helpful to one other. Record information on the table provided below.

*Local Organizational Demographic Profile*

Name of Organization:																		
Purpose/products:																		
Key contacts:																		
Community Involvement (current/interest):																		
# or %	Gender		Ethnicity/Race					Languages Spoken and Percentages <sup>3</sup>	Income Quintile <sup>4</sup>					Geographic Concentration <sup>5</sup>			Age Group <sup>6</sup>	
	Male	Female	Non-Hispanic White	African American	Hispanic	AI/AN <sup>1</sup>	API <sup>2</sup>		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>				Born 1946 - 1955	Born 1956 - 1964

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<sup>5</sup> Use locally relevant geographic divisions - such as zip codes, census tracts, or named neighborhoods - for which data, including local knowledge, are available.

<sup>6</sup> This refers to age group *within* the Boomer population, born from 1946 through 1964.



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### Step 1, Activity c. Identify the major segments or sub-divisions of your Boomer population.

- The demographic information you have compiled may show the major segments of the local Boomer population.
  - General statistics can fail to show complex patterns such as the different national heritages of your residents.
  - Use your team's local knowledge of your community to interpret the information.
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## Step 1, Activity d. Gather information on different segments of the local Boomer population.

Sources of information may include:

- The library system
- City/County government
- Non-profit organizations

Important distinctions may include:

- Age distribution *within* a segment
- Income differences

Use your knowledge of your community to determine what dimensions to explore. Remember that you are interested in **needs, resources, and skills** of all Boomers, so think broadly.

Compile demographic information about specific Boomer segments in tables like the one below.

*Local African American Boomer Demographic Profile*

Number or Percentage	Gender		Educational Level				Income Quintile <sup>1</sup>					Geographic Concentration <sup>2</sup>			Age Group <sup>3</sup>	
	Male	Female	Less than High School	High School	College	Post- Graduate	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>				Born 1946 - 1955	Born 1956 - 1964

<sup>1</sup>This is one way of indicating income distribution (i.e., from the bottom 20% - 1<sup>st</sup> quintile - through the top 20% - 5<sup>th</sup> quintile). Use other indicators of income distribution if they are more readily available.

<sup>2</sup>Use locally relevant geographic divisions - such as zip codes, census tracts, or named neighborhoods - for which data, including local knowledge, are available.

<sup>3</sup>This refers to age group *within* the Boomer population, born from 1946 through 1964.

Non-profit organizations and local government agencies serving particular age, racial/ethnic, religious, occupational, or neighborhood groups can be good sources of information.

The table below is an example of the kind of information to gather from organizations so that you can consider their potential as partners and use information they have already developed.

Organization Name	Mission/Purpose/ Services	Kinds of Work with Boomers	Plans for Engaging/Serving Boomers	Potential Areas of Collaboration
Red Cross	Emergency relief, volunteers in hospitals, disaster planning.	Active recruitment of Boomer professionals for emergency relief planning.	Planning to recruit Boomers in trades and health care for disaster relief.	Possible disaster readiness training at library using RC volunteers.
American Cancer Society	Education, support to people living with cancer and families.	Interested in outreach to Boomers for prevention.	In assessment stage.	Library possible referral source. Could distribute prevention information. Library could share Boomer information.

## STEP 2

### Identify your library's needs and resources.

You need to have a clear picture of current and future library needs and library resources.

- You must resist the temptation to think only about what you already know.
- This is a time to think globally about how you would like to develop your library services in keeping with your library's mission.
- The engagement with Boomers may open up new resources for your library - so think creatively about where you could grow and expand your programs and services.

#### Activities in this LEAP step:

Activity a. Review library planning documents.

Activity b. Review and/or project library needs for services for currently served populations.

Activity c. Create a list of needed and desired resources and anticipated sources.

Activity d. Create a list of existing library capacities and capacities to develop.

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## Step 2, Activity a. Review library planning documents.

Review existing planning documents that are relevant to needs and resources - such documents may include:

- Inventories of library needs and capacities compiled as part of full-scale planning processes;
  - Assessments of specific library capacities, such as information technology or floor space for collections and events;
  - The results of user surveys regarding appraisals of current services or interest in new services; and/or
  - Other documents.
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**Step 2, Activity b. Review and/or project library needs for services for currently served populations.**

Examine the most recent assessments and update your assessments of needs for service enhancement or expansion with the help of information compiled in Activity (a) and discussions with library personnel.

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**Step 2, Activity c. Create a list of needed and desired resources and anticipated sources.**

Create a list of resources and sources for program development. Use the following format for organizing your information.

Needed Resources and Potential Sources	
Resource Needed	Potential Boomer Sources

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## Step 2, Activity d. Create a list of existing library capacities and capacities to develop.

Create a final list of your library's current capacities and those to develop.

Example: You need to provide more story time for more children in more or different languages, more health education programming, or more services to the disabled.

Current Capacities and Capacities to be Developed

Current Capacities	Capacities to be Developed



## STEP 3

### Prioritize segments of the Boomer population.

- A lot of the Boomer segments you identify will look interesting, but you will not be able to LEAP with them all at once. You will need to decide now which groups go first, and which will follow.
- Remember, the idea is that you will continue to look at new groups, so picking one or two to start with does not eliminate you addressing other segments later.
- Using the information you developed in Step One, create a priority order of segments.

There is only one activity in Step 3.

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### Step 3, Activity a. Prioritize Boomer segments.

In this activity, you will prioritize your Boomer segments. Examples of reasons you may prioritize a group could include:

- Members the group have not been engaged with the library
- A group has useful skills and resources

It will be important to consider barriers or facilitators, such as primary languages or geographic barriers.

The purpose of using a systematic process for ranking the Boomer segments is to:

- Ensure that you have solid, locally relevant, reasons for final decisions
- To respond to community members who may ask why a particular group was engaged

Record your decisions on the following table.

**Prioritized Boomer Population Segments**

Name of Boomer Segment	Description of Segment	Facilitators to Engagement	Barriers to Engagement	Why prioritized?	Notes

## STEP 4

Assess the characteristics, needs, skills, and resources of one or more important segments of your Boomer population.

In this step you will go directly to members of the selected Boomer segment(s) to gather more detailed information.

Activities in this LEAP step:

Activity a. Identify means of making initial contact with a *sample* of the population.

Activity b. Decide how you will gather information from members of the segment.

Activity c. Select the questions you want to ask.

Activity d. Gather information.

Activity e. Analyze needs and resources of the prioritized segment.

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## Step 4, Activity a. Identify means of making initial contact with a *sample* of the population.

In this activity you will reach out to members of your selected segment(s).

- If a segment is internally diverse - for example, in terms of gender and age - be certain that the sample reflects that diversity. For example, if you decide that Caucasians with high SES (socio-economic status) are a high priority group, you may want to be sure that both men and women are well represented in your sample.

Means of making contact with a selected segment could include:

- Advertisements in segment gathering places (**note:** this may include the library);
- Advertisements in local media, including, e.g., ethnic radio stations or other niche market media;
- Direct recruitment through influential individuals;
- Recruitment through segment organizations;
- Direct recruitment at your library through staff and users;
- Other means your team determines to be appropriate and cost and time effective.

Here are some tips for recruiting:

- In your recruiting be clear in describing the kinds of people you are seeking to contact. So, you might advertise for Hispanic/Latino male adults between the ages of 55 and 64.
- Be clear about why you are recruiting people and how it serves the library and them. Example: "We at Westside library are conducting focus groups to understand how better to serve Hispanic/Latino adults, and how the library can better engage with this population. We are holding a one hour focus group on January 18, 2008 at the library; refreshments will be served."
- Provide a point of contact for questions.
- You may not be able to include everyone who responds - and only include appropriate respondents.
- You can use community partners as sources of participants. If you are seeking professionals in your community, think about the organizations to which they belong, such as the Rotary, Lions, etc.

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#### Step 4, Activity b. Decide how you will gather information from members of the segment.

In this activity, you will select methods for gathering information from members of the priority segment. Information gathering methods may include:

- Focus Groups;
- Telephone or web surveys; or,
- Interviews.

Asking only the questions you really want answers to is truly essential.

Possible resources for your information gathering:

- Recruit interns from your local college or university to work with you to design, conduct, and analyze the information you gather; good training for them, good assistance for you. Schools of Social Work, Sociology, and Anthropology may be particularly good places to contact.
- Use library volunteers to conduct some of the activities.

Pros and cons for each method.

#### **Pros and Cons of Focus Groups**

- Focus groups are generally the easiest way to gather information from groups of people. You can gather information from a lot of people in a short time.
- The only con is that individuals may not get to provide you with all of the information that they have however with good facilitation everyone will get a chance to be heard.

#### **Pros and Cons of Telephone, In-Person, or Web Surveys**

- A survey is a set of questions that are asked of a number of individuals. The questions can be closed ended, that is, you may give the choices of answers, or open-ended that can be answered any way the participant likes.
- A survey can be given repeatedly and to as many people as you like. You can call people on the telephone and ask them to participate, or you can recruit people to answer a survey on the Internet. Or, you can go where you expect to find your segment and give the survey on the spot.
- The major con to using a telephone survey is that it is time intensive to recruit individuals, conduct individual interviews, and analyze the data from the interviews. In addition, you will need to ensure that those who administer the survey are trained and skilled.
- Internet surveys are less time consuming to conduct - since the individual participants respond on their own. Recruitment is still time intensive, and the analysis of information from a number of respondents may be challenging. Using an Internet-based survey will also restrict who will respond. This is where the digital divide becomes real: only those who have computers, and are Internet savvy are likely to become a part of your participants.
- In-person surveys can be effective if you are certain to encounter a high number of your segment.

#### **Pros and Cons of Individual Interviews**

Individual interviews are excellent ways to gather in-depth information from people who are key members of, or experts on, particular Boomer groups. They allow you, not only to explore standard questions in great detail, but also to discover new issues of potential importance. However, conducting more than a few individual interviews takes a lot of time, as does analyzing the often complex information gathered.

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## Step 4, Activity c. Select the questions you want to ask.

These are questions that can be adapted for use in focus groups, surveys, or individual interviews.

1. Do you currently use the library? If so, how and why? If not, why not?
2. How would you describe your library?
3. How does the library currently serve you?
4. What needs for information and services do you have? (Provide examples only if individual cannot identify possibilities.)
5. How could the library engage you to use your skills and interests to serve the community through the library?  
The following are examples you may use to stimulate discussion:
  - Human resources, including:
    - volunteer;
    - fundraising;
    - governance;
    - planning;
    - evaluation;
    - management improvement;
    - language services;
    - tutoring, mentoring, outreach; and,
    - other.
  - Specific goods or services
  - Other potential support.
6. How can the library best engage you in library activities?
7. What would make this harder?
8. What would make it easier?
9. Are there other gatekeepers and opinion-makers that we should also approach?

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## Step 4, Activity d. Gather information.

Here are some pointers and instructions for using each type of information gathering method.

### Focus Groups

The following is a sample focus group guide.

- Welcome the group and thank you for participating in our library focus group.
- Explain the purpose of the focus group.
  - Our library is looking to better engage Boomers in our community. This focus group is a means of gathering information that will help us to do that.
- Explain how you will conduct the group.
  - We will be asking you as a group to discuss a series of questions.
  - We will be tape recording the group as it is conducted in order to be sure that we capture everything that you tell us.
  - Please use your first name so that we can be sure that we capture what you have to say.
  - We will keep the time and move the group forward in order to ensure that we are able to discuss all of the topics and that everyone gets a chance to talk.
- Ask individuals to record age, sex, race/ethnicity on a provided form - you do not need to collect their names on this form.
- Ask the questions you have chosen.
- Thank the individuals who have participated and reiterate that the information that they have provided will be very important in helping the library to develop new initiatives.



### Tips on conducting focus groups:

- Focus groups are best when the people in them are fairly homogenous. So, for example, mixing men and women if you think that they might have different needs, skills, or resources, would not be a good idea.
- Ask a few important questions and allow the group to talk about the questions.
- Focus groups should no more than 90 minutes.
- Feed people who volunteer for the groups - it keeps them engaged and helps to ensure a positive atmosphere.
- Think about the time when you conduct the group - if people are working, evenings and weekends may ensure that you get enough volunteers.
- You may decide to provide the focus group participants with an incentive - it can be something small that simply shows your appreciation.
- If you have clear questions and a well defined group, you don't need to run lots of groups. Run two or three and then see if the information from the groups gives you a clear understanding of the views of the participants. If you get conflicting views you may need to run a few more groups, but first, re-check that you have recruited people who are most like one another - divergent information may mean that you simply have divergent types of people.

### Analyze Your Results

Once you have finished your groups, analyze the responses of each of the groups by looking at each question side-by-side. If you have one person conducting all of the groups, you may find that your analysis goes very quickly as patterns emerge even as you conduct the groups.

## Surveys

### Tips on conducting surveys:

- Test your survey with a variety of people before conducting your interviews.
- Train all interviewers to understand and be clear about the meaning of the questions, also to be polite and speak clearly.
- Develop a script that explains the purpose of the survey and how the information will be used.
- Train all interviewers to record answers carefully - you may use tape recorders if helpful.
- Keep all survey responses confidential and in a secure location, destroy when you are finished with them.
- Transfer answers from the surveys to the recording sheets or program you decide to use as soon as possible.

### Designing your instrument

- Add demographic questions to ensure that you engage people only from selected segments. Demographic questions may include:
  - Age;
  - Gender;
  - Race or ethnicity (self-described);
  - Language(s) spoken; or,
  - Education: high school graduate; college graduate; post-graduate degree.
- Provide specific direction if you conduct an Internet survey to ensure that the participant moves easily through the questions. Directions such as: answer all that apply; pick one; fill in with narrative, etc. are critical to keep people from answering incorrectly and from becoming frustrated and not completing the survey.

## Individual Interviews

Tips on conducting individual interviews:

- Recruitment for individual interviews can be broad - you can recruit men, women, different groups, etc. and sort them through demographic questions.
- It is important to ask only the questions to which you truly want answers - a few well-focused questions will give you better information with less work than a lot of not well-focused questions.
- If you are conducting individual telephone interviews, consider the time when you conduct the interviews - if people are working, evenings and weekends may ensure that you get enough participants.
- With in-person interviews, timing is essential to ensure that your segment will be present.

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#### Step 4, Activity e. Analyze needs and resources of the prioritized segment.

Information you have gathered will now be used for an analysis of this Boomer segment. Here are questions to answer:

- What needs do they have that the library could address?
  - What needs do they have that are better addressed by other community agencies?
  - Could the library facilitate these connections?
  - What resources do they have that could help the library pursue its work in the larger community more effectively?
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## STEP 5

### Identify the potential for Library-Boomer engagement.

Step 5 is a synthesis of all that you have learned through previous steps. Areas of potential engagement are those in which the mission, needs, and resources or capacities of your library and those of local Boomers complement each other.

#### Activities in this LEAP step:

Activity a. Review the information about your library's needs and resources.

Activity b. Match your library's capacities with the needs of the selected Boomer segment.

Activity c. Match your library's needs with the resources potentially available from Boomers.

Activity d. Determine most likely areas of Library-Boomer engagement to cultivate.

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### Step 5, Activity a. Review information about your library's needs and resources.

Review the outcome of Step 2 in light of the results of your Boomer segment review and answer the following questions:

- Have new needs become clear?
  - Have you identified new resources or skills that might be available?
  - What new programs and services could you think about developing?
  - What new partners may you develop in the community?
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**Step 5, Activity b. Match your library's capacities with the needs of the selected Boomer segment.**

Now you determine how your library's capacities may meet the needs of your selected Boomer segment. Here is a format for this activity.

**Engagement Opportunity Matrix 1:  
Library Capacities/ Boomer Needs**

Library Capacities	Boomer Needs				

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**Step 5, Activity c. Match your library's needs with the resources potentially available from Boomers.**

Now determine how your library's needs may be met with resources from the selected Boomer segment. Here is a format for this activity.

**Engagement Opportunity Matrix 2:  
Library Needs/ Boomer Resources**

Library Needs	Boomer Resources				



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### **Step 5, Activity d. Determine most likely areas of Library-Boomer engagement to cultivate.**

Having completed activities (b) and (c) you now have a list of the areas of potential Library-Boomer engagement. Use a priority-setting exercise like that in Step 3. If the potentials of greatest interest stand out without a formal priority-setting process, it is still important to document the basis for their selection.

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## STEP 6

### Report your findings.

Libraries will report the findings of their LEAPs so that what you learn about your Boomers can help other libraries understand Boomers better and inspire them to conduct their own LEAPs. Reports are due to LTG by April 1, 2008. Your report should be no more than about 5 pages (*not* including attached recording formats).

LTG will prepare a summary of key findings for distribution.

## Reporting format

### *A. Describe your LEAP activity.*

- *Who are the members of your library's LEAP team?*
- *What was the schedule for carrying out your LEAP activities?*
- *Describe any new organizational partners that were identified while carrying out your LEAP.*

### *B. Profile Your Local Boomers*

- *Describe your Boomers, identifying the sources of information you drew upon, including local organizations and experts consulted.*
- *Describe the major features of your Boomer population. Include a table summarizing key information if you have one.*
- *Describe important Boomer segments, including the key features of your major Boomer segments. Include tables summarizing key information for each segment if you have them.*

### *C. Describe Your Library's Needs and Resources*

- *Describe the needs, skills, and resources you identified, including the resources or capacities you would like to develop.*

### *D. Your Priority Boomer Segment(s)*

- *Describe your prioritizing criteria.*
- *List your segments in priority order, including the needs, skills, and resources identified*
- *Describe the methods you used to learn more about your selected Boomer segment(s).*

### *E. Potentials for Library-Boomer Engagement*

- *Describe your findings on how library and Boomer needs and resources could complement each other.*
- *Show your "Engagement Opportunity Matrices" if you used these formats.*
- *Describe the areas of potential engagement you would like to emphasize and describe how and why these were chosen.*

### *F. Conclusion*

- *Describe any circumstances or events that made conducting your LEAP harder or easier.*
- *Tell us how useful you found the TA provided and how it could have been better.*
- *Describe ways in which you think LEAP in general could be improved.*
- *How useful do you think the LEAP process was?*

### Creating a plan for engaging with high-priority Boomer population segment(s).

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**Activity a. Identify potential Boomer collaborators (individuals or groups) associated with high priority opportunities.**

You have learned about important points of contact in the priority Boomer segment(s). These may be groups that:

- Represent significant parts of a segment
- Community leaders in a segment
- Members of the segment already active in library affairs

There is almost always diversity within a segment, so you will need multiple contacts. Identifying a segment contact who is a reliable guide to the political terrain, it will important.

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**Activity b. Create an appropriate strategy for sharing the library's analysis of engagement opportunities with potential collaborators and forming working groups.**

Segment contacts who are reliable guides to the different aspects of the political terrain will be invaluable collaborators here.

If you want to, apply for a targeted LSTA grant to implement an innovative engagement opportunity that you have identified through this process. Deadline for 08/09 LSTA grant is May 31, 2008.

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## Support for Your LEAP

You will not LEAP alone. Here are ways in which you will have support for your LEAP:

- Three senior LTG staff will work with participating libraries.
- Each LTG technical assistance provider (TAP) will contact each assigned library within one week of the end of the Institute to:
  - Introduce herself or himself
  - Answer any immediate questions about LEAP
  - Discuss the kinds of assistance he or she can provide
  - Set up a schedule for further contacts
- TAPs will provide their telephone and e-mail contact information and the name and contact information for a back-up TAP.
- If no regular time is scheduled for checking in with assigned libraries, TAPs will contact the libraries every three weeks, unless a library prefers to initiate contacts with its TAP as its needs and schedule dictate.
- TAPs will be available to assist the participating libraries until LEAP reports are completed.

Email us:

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[mfrenchsmith@ltgassociates.com](mailto:mfrenchsmith@ltgassociates.com) for Michael Smith